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ABSTRACT

A research project compiled information on the use of free and inexpensive materials in Kansas secondary schools. Forty-six media specialists responded to a questionnaire and checklist and provided data on four topics: 1) selection and acquisition of materials; 2) storage and retrieval systems used in handling materials; 3) subjects and formats of materials; and 4) availability of resource guides. Analysis and interpretation of the responses showed that free and inexpensive materials were widely used but that no selection policies were in existence, the choice of materials resting solely with the individual media specialist. Students and teachers used the media as part of the basic curriculum with the trend being toward a centralized collection housed in the media center and available to all involved in creative inquiry. (Author)

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FREE AND INEXPENSIVE MATERIALS IN THE SCHOOL MEDIA CENTERS OF KANSAS

A Research Project

Presented to

The Faculty of the Department of Librarianship

of the Kansas State Teacher's College of Emporia

In Partial Fulfillment

of the Requirements for

The Degree Master of Librarianship

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by

Erskine Hughes

May 1973

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	BACKGROUND AND NATURE OF THE PROBLEM	1
	Background	1
	Trend toward mediated learning	1
	Availability of free and inexpensive materials.	4
	Supervision	6
	Statement Of The Problem	7
	Definition Of Terms	9
	Free material	9
	Inexpensive material	9
	Free-loan material	9
	Resource guides	9
	Media center	10
	Literature	10
	Resource guides	10
	Magazines	10
	Associations	10
	Vertical File	12
	Government publications	12
	Research Design	13
	Samples	13
	Method of investigation	14
	Limitations Of The Study	15
	Significance Of The Study	16

CHAPTER PAGE

II. ANALYSIS OF THE DATA 18

Selection And Acquisition Of Free And Inexpensive Materials 18

Selection policies 18

Selection personnel 22

Budget 22

Storage And Retrieval Of Free And Inexpensive Materials 22

Centralized or dispersed 22

System of storage 22

System of classification 24

Weeding and updating 24

Uses, Subjects, Format And Future Plans 24

Uses 24

Subjects 24

Format 26

Plans for the future 26

Availability And Use Of Source Guides 26

III. INTERPRETATION OF THE DATA 34

Selection policies 34

Selection personnel 34

Budget 35

Centralized or dispersed storage 36

CHAPTER PAGE

System of storage 37

System of classification 37

Weeding the materials 38

Uses of free and inexpensive materials 38

Resource guides 39

IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS 40

Summary 40

Conclusions 40

Recommendations 41

Further research 42

BIBLIOGRAPHY 43

APPENDIX A 47

APPENDIX B 55

LIST OF TABLES

TABLE		PAGE
I.	Responses To The Questionnaire	15
II.	Schools Responding To Questionnaire And Checklist.	19
III.	Selection And Acquisition Of Free And Inexpensive Materials In Secondary Schools Of Kansas	21
IV.	Storage And Retrieval Of Free And Inexpensive Materials In Secondary Schools Of Kansas	23
V.	Uses, Subjects And Format Of Free And Inexpensive Materials In Secondary Schools Of Kansas	25
VI.	Availability And Use Of Individual "Source Guides" To Free And Inexpensive Materials . . .	28

ABSTRACT

Forty-six school media specialists responded to a questionnaire and checklist designed to provide information on the present status of the use of free and inexpensive materials in secondary schools in Kansas. Information was obtained on four basic areas: (1) selection and acquisition of free and inexpensive materials, (2) storage and retrieval systems used in handling free and inexpensive materials, (3) the subjects and format of these materials included in the present collections, and (4) resource guides available for free materials and who uses them. The data supplied by the respondents was processed, analyzed and interpreted to relate the findings to all the schools surveyed. It was further analyzed by three categories of schools: those of less than 500 enrollment; those over 500, but less than 1000; and those over 1000. The data indicated that these materials are widely used in the schools surveyed. The majority of the schools have no selection policies, the decisions concerning selection are left to the discretion of the media specialist. The materials are used primarily by the students and teachers as part of the basic curriculum. The trend seems to be toward a centralized collection housed in the media center and accessible to all in the development of creative inquiry.

CHAPTER I

BACKGROUND AND NATURE OF THE PROBLEM

I. BACKGROUND

Trend toward mediated learning. The educational pattern of our schools has been departing from the tradition of using a specific text for each subject being taught. "No longer is the student asked to learn words and facts from a textbook and then recite them the next day in class. Today, students learn by looking for the facts, by searching for the information in a large variety of sources."[1] "...if education is to keep pace with the demands of the space age, many diversified instructional materials must be used in the teaching process. This is forcing the teacher to depart from tradition and utilize many sources of instructional materials. One of the best sources, frequently overlooked, is free instructional materials."[2]

Educators, librarians, and producers all find value in the free and inexpensive supplementary materials. These materials may take various forms such as: pamphlets, books, brochures, charts, flat pictures, exhibits, statistical reports, maps, educational comic books, construction kits, slide sets, films,

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[1]Edward A. Temkin, "The Library is My Classroom," California School Libraries, V. 43, #2, p25 (Winter 1972)

[2]E. A. Campbell, "Guide for Evaluating and Using Free Materials," Clearing House, 39:557, May 1965.

filmstrips, recordings, etc.

The use of such material is varied.

They supplement textbook and related library reading materials in classroom 'reading corners' as well as in permanent school library or instructional material-center collections.
-They furnish material for bulletin-board displays.
-They provide items for use by students in illustrating reports and projects.
-They enrich classroom collections of study prints for individual use or opaque projection.
-They provide students with selection, classification, and cataloging experience.
-They develop student's critical evaluation skills. [3]

A basic purpose in collecting materials and making them available in the media center is to provide support for the educational objectives of the school and community which it serves. To accomplish this purpose the media center must have certain basic assumptions about its role. Among these are:

1. A school library that is part of the instructional system will support and promote specific educational needs.
2. The selection policy of the school library (the policy governing choice of materials acquired for the school library) must incorporate educational theory.
3. Such a program must help school librarians and teachers to:
   a) Understand the structure and purposes of the educational system.
   b) Understand the place of the library in that system.
   c) Know what is involved in the complicated process of learning.
   d) Understand the psychological and intellectual problems of the learners.
   e) Understand the ways in which recorded knowledge can contribute to intellectual and emotional growth.
   f) Know something of the current trends and probable future developments in that segment of the educational process to which the library is related.

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[3] James W. Brown, Richard Lewis, and Fred Harcleroad, Audio Visual Instruction: Media and Method (New York: McGraw-Hill, 1969), pp. 134-135.

4. To implement the concept of the school library that responds to the needs of the student and teachers will require cooperative staff planning.
5. In cooperative planning, the instructional posture of the school librarian will be apparent and this posture will create needs. [4]

Along with these basic assumptions the American Association of School Librarians adopted a set of guidelines for the library. These were set forth in a proclamation called, "The School Library Bill of Rights." These rights assert that the responsibility of the school library is

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgements in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principal above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library. [5]

In examining these basic purposes for collecting materials and the role of the library or media center in making them available it become obvious that many types of materials are necessary to accomplish them.

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[4]Charlene B. Swarthout, The School Library as Part of the Instructional System (Metuchen, N.J.:Scarecrow, 1967), pp. 7,8.

[5]Martin Rossoff, as quoted in: The Library in High School Teaching (New York: H.W. Wilson, 1961), pp. 160-161.

Availability of free and inexpensive materials. How available are the free and inexpensive supplemental materials for the media center? A cursory examination of the resource guides for free and inexpensive materials listed in this paper will convince even the skeptic that there is a vast amount of it available. One guide alone lists 3,500 printed instructional aids. [6] Another lists over 5,000 16mm films available on a free-loan basis,[7] and yet another lists several hundred filmstrips available on a free-loan basis.[8]

"Of course everything that is free is not necessarily useful or good. However, careful selection, utilization, and integration of free materials to the instructional program can provide a legitimate, stimulating learning situation." [9] These materials should be examined and tested against established criteria to determine their suitability in meeting the needs of the media center. Each center should have its own standards. The following list included specific criteria which should be considered.

1. All such material should make a constructive contribution to the educational program of the school.
2. Both the writings and illustrations should be in good taste.

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[6] Free and Inexpensive Learning Materials (Nashville: George Peabody College for Teachers, 1972).

[7] Educator's Guide to Free Films (Randolph, Wisconsin: Educator's Progress Service, 1972).

[8] Educator's Guide to Free Filmstrips (Randolph, Wisconsin: Educator's Progress Service, 1972).

[9] Campbell, loc. cit.

3. There should be no boastful, exaggerated claims.
4. The publication should not mislead by presenting false claims, half-truths, and incomplete information. (However, some misleading materials might have a place in a high school class where students are given guidance in critical analysis. Teachers should help their students to detect 'phoney' information in what they read and hear.)
5. In case of controversial issues, each side should be presented.
6. The illustrations should be pertinent to the reading content, not merely eye catchers that have little or no relationship to the subject.
7. The physical and mechanical features of the publication should be attractive and durable.
8. The page format should be such as to contribute to readability.
9. Both the content and graphic presentations should be up-to-date and pertinent to the current curriculum.
10. The material must not promote a product -- even a good one -- out of proportion to its merit. However, a teacher may wish to have a few such items in order to help pupils become sensitive to exaggerated claims.
11. The initiative for securing the materials should come from the school, as outside agencies should not be permitted to thrust their literature upon the school in order to promote specialized interests.
12. The information should be accurate and authentic.
13. The information should be of significance to the children for whom it is being considered.
14. The materials should add timeliness, interest, and elaboration to the already available instructional materials.
15. The materials should be geared to the particular grade level in terms of vocabulary, difficulty of concept and sentence structure. [10]

Such criteria should be applied to any material acquired for the media center including the free and inexpensive ones. The librarian may wish to limit the requests for items to ones which have been evaluated by other professionally trained individuals. The Catalog of Free Teaching Material, [11] by

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[10] Guy Wagner and Dorlan Mark, Free Learning Materials For Classroom Use (Cedar Falls, Iowa: State College of Iowa, 1967), pp. 1,2.

[11] Gordon Salisbury, Catalog of Free Teaching Materials (Ventura, California, 1970-73).

Gordon Salisbury, lists only items which have been selected and evaluated by accredited teachers. It includes only those items which have direct bearing on the curriculum. Thomas Pepe, in his Free and Inexpensive Educational Aids, [12] claims to have selected his materials objectively and intelligently, with an effort to include those items which are of real educational value and to omit those of little or questionable value. Another guide to sources of free and inexpensive materials that has been in use many years is Free and Inexpensive Learning Materials, [13] published by the George Peabody College for Teachers in Nashville, Tennessee. The material in this guide is screened for educational value before it is approved for inclusion. It is revised biennially, thus the materials are current. Many guides which the librarian may use are only an accumulation of sources and a listing of the items offered by each, but they make no effort to evaluate individual items, in fact they are often included without having been examined at all.

Supervision. Regardless of the particular methods of selection used for such items, it seems best that the function

> "...should be delegated to the school librarian in charge of the instructional materials center. Inasmuch as the professionally trained school librarian is usually

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[12] Thomas J. Pepe, Free and Inexpensive Educational Aids (New York: Dover Publications, 1970).

[13] Free and Inexpensive Learning Materials, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, 1972.

> a well-trained instructional materials specialist, the library with its instructional materials center is the best place for handling free instructional materials. Here the trained professional librarian, with clerical help, can (1) catalog and display all items for maximum use; (2) assist the teacher in selecting and efficiently obtaining free items; (3) curtail duplication of effort; (4) maintain all items for maximum effective use; (5) administer school policy regarding free instructional materials; and (6) maintain the confidence of the community in its schools and safe-guard against unwarrented pressures from the community." [14]

Thus the media center can provide a base of operation for the school as a whole where selection, organization, and distribution of materials used to supplement the curriculum can best be handled.

II. STATEMENT OF THE PROBLEM

Our present economic trend has caused the school to be faced with drastic budget cuts, which call for ingenuity in every phase of the school, especially in the media center. It is necessary to reevaluate selection and acquisition of materials and to seek sources which can be tapped on a limited budget. Each school media specialist will have to make whatever adjustments are necessary to obtain the best materials he can with the money available. The area of free and inexpensive items opens a door of opportunity to those who are willing to take advantage of them.

The purpose of this study will be to investigate the present status of the use of free and inexpensive materials

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[14] Campbell, op. cit., p. 558.

in selected secondary schools in Kansas. Information will be sought on four basic areas:

1. Selection and acquisition.

   (a) Does the school have an established policy which would apply to the selection of free and inexpensive materials?
   (b) Who is responsible for selecting free and inexpensive materials - librarian or media specialists, teachers, students, administrators?
   (c) Is there a budget provided to obtain the inexpensive materials?

2. Storage and retrieval systems used in handling free and inexpensive materials.

   (a) Are the materials housed in the media center where they are accessible to all, or are they housed in the individual classrooms where they are used?
   (b) What system is used for storing them - vertical file, integrated with other materials according to type or format, or no system provided for them?
   (c) Is there a system of classification, such as subject headings or topics, Dewey Decimal System, grade level, format or type of material?
   (d) Are they weeded and up-dated on some systematic basis?

3. What types of materials are available and who uses them.

   (a) Are they used by the librarian or media specialist; by teachers in their classroom teaching; by students in projects, reports, research; or are they divided among these?
   (b) What subject areas are included in the media center collection of free and inexpensive materials?
   (c) What types (format) of materials are collected in the media center?
   (d) Are the media specialists making plans to add more free and inexpensive materials to the collection in the future?

4. What "resource guides" are available and who uses them.

   (a) Is the guide available in the media center?
   (b) Is the guide available elsewhere in the school?
   (c) Is the guide used primarily by the media specialist?
   (d) Is the guide used primarily by individual teachers?
   (e) Is the guide used equally by both media specialist and teachers?

The information produced in responses to these queries will constitute a report on the present status of the use of these materials in secondary schools in Kansas.

III. DEFINITION OF TERMS

Free material. Private, non-profit, and government agencies by the nundreds produce thousands of booklets, charts, picture sets, story books, and similar materials. Some are designed specifically for school audience. They are obtained at no cost and may be retained by the school. [15]

Inexpensive material. Exact prices of materials vary with time, but a general rule uses $2.00 as a criterion of "inexpensive". This is often collected as a fee for postage and handling rather than a charge for the material. [16]

Free-loan material. Primarily items such as films, filmstrips, audio materials, kits, etc., which are sent to the requestor for a limited loan period. This period may vary from one day to thirty days, but at the end of the loan period the borrower must return the material to the sponsor. Normally the only expense to the user is return postage.

Resource guides. Any one of a number of bibliographies of free and inexpensive materials which give a brief description of each item listed and the name and address of

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[15] James W. Brown and Richard B. Lewis, A. V. Instructional Materials Manual (New York: Mc Graw-Hill, 1969), p. 87.

[16] Robert L. Schain and Murray Polner, Where to Get and How to Use Free and Inexpensive Materials (New York: Atherton Press, 1966), p. 6.

the source from which it may be obtained. The price is usually given for items in the inexpensive category.

Media center. "A learning center in a school where a full range of print and audio-visual media, necessary equipment, and services from media specialists are accessible to students and teachers." [17]

IV. LITERATURE

Resource guides. The number of resource guides available for free and inexpensive materials is quite extensive. Of course these are basically bibliographies of materials and addresses where they can be obtained. They make no attempt to present a broad discussion of the uses of such items.

Magazines. The professional magazines of specific subject or grade levels usually include sections on current free materials and their possible uses. Magazines which publish such information are, for example,: Changing Times Magazine, "Things to Write For"; Library Journal, "Check List"; Wilson Library Bulletin, "Media"; and the Booklist, "Pamphlets and Paperbacks". Educational journals designed for specific subject areas - as English Journal and Grade Teacher - also contain information on such materials.

Associations. Another source to be considered is the publications from associations and foundations which supply

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[17] American Library Association. Standards for School Media Programs (Chicago: A.L.A., 1970), p. XV.

items about their special area of interest. The American Social Health Association, for instance, will supply a packet of publications on such topics as drug abuse, venereal diseases, prostitution, and family life education. Other associations as: SIECUS (Sex Information and Education Council of the United States), American Medical Association, American Congress On Surveying and Mapping, American Federation of Labor-Congress of Industrial Organizations are also among those that make available a variety of materials at little or no expense to the recipient.

There are more than 16,000 associations, societies, unions and other organizations which provide much material on specific areas. An excellent reference source for the librarian is The Encyclopedia of Associations, 7d, published by Gale Research of Detroit, Michigan. Here is what the editors say about their publication: "The encyclopedia's primary value ... is as a basic guide to information on specific subjects. It is uniquely useful in this respect because the associations and professional societies it lists are unsurpassed as 'switchboards' connecting persons needing information to highly-qualified sources of information." [18] This index which uses subject headings to group the organizations and a "key word" index to locate those which deal with a specific subject, provides easy access for librarians, teachers, and students to locate current materials.

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[18]"Introduction," Encyclopedia of Associations, 7d (Detroit: Gale Research, 1972).

Vertical File. The Vertical File Index, published monthly except July and August by the H.W. Wilson Company, is a widely used source. It lists the most current material on a variety of topics. Most of the items are inexpensive, but others are free for the asking.

Government Publications. Government publications also offer a wealth of material rather inexpensively.[19] The Monthly Catalog of United States Publications and Selected United States Government Publications both furnish information on current materials from the federal government. These items are available for purchase from the the Superintendent of Documents of the Government Printing Office. The Monthly Checklist of State Publications gives similar information about current materials published by the states. Persons interested in purchasing government publications may obtain free copies from the sponsoring agency or from their congressman. A book written by Fredrick J. O'Hara, called Over 2000 Free Publications, (see source guide bibliography) includes government publications which can be obtained free by writing to the specific departments.

The basic textbooks used in audiovisual courses will contain sections on such materials and suggest uses also. There is no evidence of any research to determine how free and inexpensive materials, as such, are handled in secondary school media centers.

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[19]Richard L. Darling, "Selection and Reference Use In The School Library," Library Trends, v. 15, #1, pp. 87-92 (July 1966)

V. RESEARCH DESIGN

Samples. Three different sizes of secondary schools in Kansas were selected on the basis of student enrollment. The first group included schools with less than 500 students; the second group included schools with between 500 and 1,000 students; and the last group included schools which have more than 1,000 students enrolled. A total of twenty schools in each of these three categories was selected.

The 500 pupil enrollment margins are particularly important in Kansas secondary schools since certification requirements are based on this figure. In schools of less than 500 pupils the librarian or media specialist is not required to have full library certification, but can fill the position if he has a valid teaching certificate and fifteen hours in library science or audiovisual. If the school has more than 500 students the librarian or media specialist must be fully certified with twenty-four hours of library science or audio visual courses.[20]

The secondary schools responding to the questionnaire and checklist in this study had a total student enrollment of 38, 151 students. The total enrollment in secondary schools in Kansas for 1972-1973 was 137,809.[21] The students

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[20]State Board of Education, Topeka, Kansas, Certificate Handbook, State of Kansas (Topeka: State Department of Education) pp. 65.

[21]Kansas State Department of Education, Kansas Educational Directory, 1972-73 (Topeka: Kansas State Department of Education) Bulletin 340.

served by the media centers responding to this study represent 27.7 per cent of the students in the secondary schools in Kansas.

Method of investigation. Information for analysis in this study was obtained by mailing a questionnaire and a checklist to the librarian or media specialist of each of the sixty schools on March 30, 1973. The questionnaire included a series of eleven multiple choice questions which permitted the respondent to check any or all the answers as they applied to his particular situation. The checklist included the titles of thirty-seven resource guides to free and inexpensive materials. The respondent was to indicate for each guide the following information: (a) Is it available in the media center? (b) Is it available elsewhere in the school? (c) Is it used primarily by the media specialist? (d) Is it used primarily by the individual teachers or (e) equally by both the media specialist and the teachers?

Included with each questionnaire (see Appendix A) was a bibliography with complete information for obtaining the resource guides. This bibliography was to be retained by the person completing the questionnaire. A copy of the questionnaire, the checklist, bibliography and letter of transmittal are included in Appendix A of this report. Fourty-six (76.7 per cent) of the sixty schools included in this study completed and returned the questionnaire and checklist. Appendix B contains the names and addresses of those which responded.

Table I shows the three categories of schools to which questionnaires were sent, the number sent, the number returned in each category and the resultant percentage.

TABLE I

RESPONSES TO THE QUESTIONNAIRE

Enrollment	Number Mailed	Number Returned	Per Cent Returned
Under 500	20	13	65
500 - 1,000	20	16	80
Over 1,000	20	17	85

VI. LIMITATIONS OF THE STUDY

All information, and the conclusions drawn from it, will be limited by the librarian's knowledge of the availability of free and inexpensive materials. In those cases where the librarian has extensive knowledge about them and their sources, it seems likely that greater use would have been made of them; but those without such knowledge would not likely have made any use of them.

The questionnaire assumes that the librarian's evaluation of the use of free and inexpensive materials reflects the real use made of them in that particular media center.

Some schools, especially the larger ones, will have a budget sufficient to purchase any and all the materials needed

by the media center and teachers. It would not be necessary for them to use those of the free and inexpensive type.

In schools where the budget for the library is limited, the staff may be so limited and over-worked that they do not have the time to do anything except the daily, required routines. In such cases the use of free and inexpensive materials would be left entirely to the teachers, and this survey would not evaluate their use.

VII. SIGNIFICANCE OF THE STUDY

In a period of time when the budgets of many schools are being reduced and the amount of money made available for instructional materials limited, it is more likely that other sources for these items will be sought. The great amount of free and inexpensive materials available from many sources opens possibilities for meeting, in part, the needs even on limited budgets.

The present growth of knowledge makes it impossible for the traditional textbook to keep up with changes as they occur. Many companies, industries, social agencies, government bodies, and non-profit foundations are making available current information and materials on a wide variety of subject matter. To keep pace with change, something should be done in the schools to acquire these items and incorporate them into the media center's collection for use by the school community.

The present trend in education is to involve the student in a wider range of independent study activities. This

change demands that the media center provide a variety of materials for these students to draw upon in their study and planning. To help provide a wider range of materials, the librarian should be aware of those available from free and inexpensive sources and to have the resource guides available in the media center. Once such materials have been acquired and integrated into the collection they then become a resource for individual inquiry.

CHAPTER II

ANALYSIS OF THE DATA

As recorded in Table II, forty-six of the sixty schools surveyed returned the questionnaire and the checklist. Thirteen of these had less than 500 students; sixteen had more than 500, but less than 1000; seventeen had over 1000 enrollment. The size of the student body ranged from 238 for the smallest, to 2,286 for the largest. The total number of students served by the media centers of this study was 38,151, which is 27.7 per cent of those enrolled in the secondary schools of Kansas. The number of teachers served by the media centers of this study ranged from 17 for the smallest school to 113 for the largest serving a total of 2139 teachers.

SELECTION AND ACQUISITION OF FREE AND INEXPENSIVE MATERIALS (see Table III)

Selection policies. In this study the first question asked on the questionnaire was,"Does your school have an established written policy that governs the selection of free and inexpensive materials?" Only 17.8 per cent of the respondents replied affirmatively. Seventy-six per cent replied, "No, the persons selecting these materials use their own policy," and 13.3 per cent "accepted nearly anything." The majority of the schools have no written policy. Those with a written policy ranged from a low of 2.5 per cent for schools of 500-1000

TABLE II

SCHOOLS RESPONDING TO QUESTIONNAIRE
AND CHECKLIST

SCHOOL	STUDENTS	TEACHERS
1. ABILENE HIGH SCHOOL	618	37
2. ATCHISON HIGH SCHOOL	1157	67
3. BALDWIN HIGH SCHOOL	287	17
4. BELVILLE HIGH SCHOOL	299	23
5. BONNER SPRINGS HIGH SCHOOL	754	41
6. BURLINGTON HIGH SCHOOL	238	17
7. CHAPARRAL HIGH SCHOOL	480	36
8. CLEARWATER HIGH SCHOOL	301	19
9. CONCORDIA HIGH SCHOOL	984	57
10. DERBY HIGH SCHOOL	1304	63
11. DODGE CITY HIGH SCHOOL	995	65
12. EL DORADO HIGH SCHOOL	652	39
13. ELLINWOOD HIGH SCHOOL	294	22
14. ELLSWORTH HIGH SCHOOL	345	24
15. EMPORIA HIGH SCHOOL	1011	52
16. FORT SCOTT HIGH SCHOOL	577	33
17. GARDNER HIGH SCHOOL	415	26
18. GOODLAND HIGH SCHOOL	578	41
19. GREAT BEND HIGH SCHOOL	1182	60
20. HAYS HIGH SCHOOL	722	50
21. HILL CITY HIGH SCHOOL	258	21
22. INDEPENDENCE HIGH SCHOOL	625	41
23. IOLA HIGH SCHOOL	484	31
24. JUNCTION CITY HIGH SCHOOL	1200	58

TABLE II (continued)

SCHOOL	STUDENTS	TEACHERS
25. KINGMAN HIGH SCHOOL	481	33
26. LABETTE COUNTY HIGH SCHOOL	671	50
27. LAWRENCE HIGH SCHOOL	1738	95
28. LEAVENWORTH HIGH SCHOOL	1398	70
29. MANHATTAN HIGH SCHOOL	1292	63
30. MEDICINE LODGE HIGH SCHOOL	296	22
31. NEODESHA HIGH SCHOOL	395	29
32. NEWTON HIGH SCHOOL	903	48
33. OLATHE HIGH SCHOOL	1162	60
34. OTTAWA HIGH SCHOOL	609	41
35. PARSONS HIGH SCHOOL	600	41
36. PITTSBURG HIGH SCHOOL	784	40
37. RUSSELL HIGH SCHOOL	505	33
38. SALINA CENTRAL HIGH SCHOOL	1604	78
39. SALINA SOUTH HIGH SCHOOL	1387	58
40. SHAWNEE HEIGHTS HIGH SCHOOL	545	37
41. SHAWNEE MISSION WEST HIGH SCHOOL	2286	113
42. TURNER HIGH SCHOOL	1112	58
43. UNIFIED 261 HIGH SCHOOL	1235	66
44. WELLINGTON HIGH SCHOOL	525	34
45. WICHITA SOUTH HIGH SCHOOL	2112	97
46. WINFIELD HIGH SCHOOL	1274	74
TOTAL	38,151	2,139

TABLE III

SELECTION AND ACQUISITION OF FREE AND INEXPENSIVE MATERIALS IN SECONDARY SCHOOLS OF KANSAS

	Percentage Of All Schools	Schools Under 500 Enrollment	Schools 500-1000 Enrollment	Schools Over 1000 Enrollment
Does the school have an established written policy that governs the selection of free and inexpensive materials?				
___a. Yes, the person selecting these materials follows this policy.	17.8	8.4	2.5	17.6
___b. No, the persons selecting these materials use their own policy.	76.0	83.0	93.5	53.0
___c. No, we accept nearly anything.	13.3	8.4	6.2	23.3
___d. Other (Specify_____)				
Who is responsible for selecting free and inexpensive materials?				
___a. Librarian or Media Specialist.	92.5	92.0	100.0	82.3
___b. Teachers (Each one selecting what he plans to use.)	71.0	67.0	75.0	70.5
___c. Administrators.	15.6	33.3	6.2	11.7
___d. Other (Specify_____)				
How much budget is provided to obtain inexpensive materials?				
___a. None.	56.0	42.0	87.0	32.5
___b. Less than $50.00	22.7	42.0	12.5	17.6
___c. More than $50.00 but less than $100.00	15.6	16.6	6.2	23.3
___d. More than $100.00	5.7			17.6

enrollment to a high of 17.6 per cent for schools of over 1000 enrollment.

Selection personnel. The librarian or media specialist is responsible for selection in 92.5 per cent of the schools surveyed, while teachers shared selection in 71 per cent of the schools and administrators in 15.6 per cent.

Budget. Fifty-six per cent of the respondents have no budget provided to purchase the inexpensive materials. Of those with a budget, 22.7 per cent have less than $50.00; 15.6 per cent have more than $50.00, but less than $100.00; and only 5.7 per cent exceeded $100.00. Only schools with over 1000 enrollment reported having budgets for such materials in excess of $100.00, (17.6%).

STORAGE AND RETRIEVAL OF FREE AND INEXPENSIVE MATERIALS

(see Table IV)

Centralized or dispersed. Free and inexpensive materials are stored or housed in the library or media center in 92.5 per cent of the schools surveyed. Some materials are also housed in the classrooms in 48 per cent of the schools and 48 per cent reported that teachers have their own personal collections.

System of storage. Seventy-six per cent of the respondents use a vertical file in storing these materials. Forty-six per cent integrate them with other materials according to type or format, while eleven per cent have no special system for storing them.

TABLE IV

STORAGE AND RETRIEVAL OF FREE AND INEXPENSIVE MATERIALS IN SECONDARY SCHOOLS OF KANSAS

	Percentage of All Schools	Schools Under 500 Enrollment	Schools 500-1000 Enrollment	Schools Over 1000 Enrollment
Where are the free and inexpensive materials stored or housed?				
___a. Library or Media Center.	92.5	92.0	100.0	82.5
___b. Classrooms where they are used.	48.0	50.0	50.0	47.0
___c. Teachers have their personal collections.	48.0	33.3	56.8	53.0
___d. Other (Specify_____)				
How are these materials stored or housed?				
___a. Vertical File.	76.0	75.0	81.2	70.5
___b. Integrated with other materials according to type or format.	46.5	58.0	56.8	29.4
___c. No special system.	11.0	16.6	6.2	11.7
How are these materials classified?				
___a. By subject headings or topics.	89.0	83.0	93.0	88.0
___b. Dewey Decimal System.	26.6	25.0	43.2	11.7
___c. According to grade level.	2.2		6.2	17.6
___d. According to format or type of material.	22.2	16.6	31.1	5.9
___e. Other (Specify_____)				
How often are such materials weeded or updated?				
___a. As they are used (discarding the ones no longer useful.)	48.0	50.0	69.0	41.0
___b. A systematic system is applied to keep materials current.	8.9			23.3
___c. Annual check is made and weeding is done then.	35.7	50.0	31.1	29.2
___d. Bi-annual check is made to keep material current.	6.7	8.4	6.2	
___e. Other (Specify_____)	4.4		6.2	

System of classification. The media specialists use several systems to classify their materials. Eighty-nine per cent use subject headings or topics, 26.6 per cent use the Dewey Decimal System, 2.2 per cent classify them according to grade level, while 22.2 per cent group them by format or type of material.

Weeding and updating. Forty-eight per cent of the respondents claim to weed these materials as they are used and to discard the ones no longer useful, 8.9 per cent use a systematic approach to weeding, 35.7 per cent make an annual check and weed at that time, 6.7 per cent make a bi-annual check, while 4.4 per cent use other unspecified systems. The schools in each of the three categories surveyed have some system of weeding, with the majority of each doing it as they are used or during an annual check.

USES, SUBJECTS, FORMAT AND FUTURE PLANS (see Table V)

Uses. In 24.5 per cent of the responses the materials are used by the librarian, while 44.5 per cent reported that they are used by teachers, 48 per cent by students, and 38 per cent claim the use is equally divided among students, teachers and librarian.

Subjects. A wide variety of subjects are included in the collections of the responding schools. Materials in the field of English are reported in 62.2 per cent of the responses, science in 66.7 per cent, mathematics 20 per cent, social studies 87 per cent, industrial arts in 37.3 per cent,

TABLE V

USES, SUBJECTS AND FORMAT OF FREE AND INEXPENSIVE MATERIALS IN SECONDARY SCHOOLS OF KANSAS

	Percentage Of All Schools	Schools Under 500 Enrollment	Schools 500-1000 Enrollment	Schools Over 1000 Enrollment
Who uses these materials in your school?				
___a. Librarian or Media Specialist.	24.5	16.6	31.1	23.3
___b. Teachers in their classroom teaching.	44.5	50.0	25.0	65.0
___c. Students (in projects, reports, research.)	48.0	50.0	37.5	65.0
___d. Equally divided among teachers, students and librarian.	38.0	50.0	43.7	23.3
Subject areas in which you have free and inexpensive materials:				
___a. English	62.2	66.6	50.0	71.0
___b. Science	66.7	75.0	56.8	71.0
___c. Mathematics	20.0	33.3	12.5	17.6
___d. Social Studies	87.0	92.0	81.2	88.0
___e. Industrial Arts	37.3	42.0	37.5	23.6
___f. Home Economics	82.3	83.0	81.2	82.5
___g. Other				
Which types of free and inexpensive materials are utilized in your curriculum?				
___a. Pamphlets	80.0	83.0	87.0	71.0
___b. Books	46.5	66.6	50.0	35.2
___c. Charts	48.0	66.6	50.0	35.2
___d. Posters	48.0	25.0	43.7	35.2
___e. Films	44.5	50.0	50.0	35.2
___f. Filmstrips	51.2	42.0	69.0	41.0
___g. Audio Materials	20.0	42.0	18.3	5.9
___h. Samples	17.8		31.1	17.6
___i. Other				
Do you plan to add more free and inexpensive materials to your curriculum?				
___a. Yes, as they are available and we can obtain them.	66.6	75.0	81.0	47.0
___b. Yes, at about the same rate as in the past.	15.6	8.4	12.5	23.3
___c. No.	4.4	8.4		5.9
___d. Other (Specify_____)				

and home economics in 82.3 per cent. All three categories of schools have more materials in social studies than in other subjects, and each has less in mathematics than any other.

Format. The formats, as reported by the respondents, included: pamphlets, 80 per cent; books, 46.5 per cent; charts, 48 per cent; posters, 48 per cent; films, 44.5 percent; filmstrips, 51.2 per cent; audio materials, 20 per cent and samples, 17.8 per cent. Schools with under 500, and those with between 500 and 1000 students report having more materials in each of these formats than did those schools with over 1000 students.

Plans for the future. In 66.6 per cent of the schools in this study, the respondents plan to add more free and inexpensive materials as they can obtain them; 15.6 per cent plan to continue acquiring them at their present rate; and only 4.4 per cent do not plan to add any more to the collection.

AVAILABILITY AND USE OF SOURCE GUIDES

(see Table VI)

A checklist including titles of thirty-seven resource guides was mailed with the questionnaire. The respondents indicated that thirty-three of these are available in some of the schools. Thirteen of the titles are not available in schools of over 1000 enrollment, eleven titles are not available in schools of under 500 enrollment, six titles are not available in schools of 500-1000 enrollment. The series of guides published by Educator's Progress Service is the most

widely used. Each title in the series is available in the three categories of schools surveyed.

TABLE VI

Availability And Use Of Individual "Source Guides" To Free And Inexpensive Materials.

(All Numbers Given As Percentages)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
1.Sources of Free And Inexpensive Educational Materials					
Percentage Of All Schools	33.3	4.5	8.9	2.2	15.5
Schools Under 500 Enrollment	33.3		8.3	8.3	16.6
Schools 500-1000 Enrollment	37.5		6.3		6.3
Schools Over 1000 Enrollment	29.4	11.7	11.7		23.3
2.Free And Inexpensive Learning Materials					
Percentage Of All Schools	40.0	11.0	8.9		15.5
Schools Under 500 Enrollment	16.6				16.6
Schools 500-1000 Enrollment	47.3	12.5			
Schools Over 1000 Enrollment	53.0	17.6	23.3		23.3
3.Free And Inexpensive Educational Aids					
Percentage Of All Schools	13.4	4.5	4.5		4.5
Schools Under 500 Enrollment	25.0				25.0
Schools 500-1000 Enrollment	18.9	6.3	6.3		
Schools Over 1000 Enrollment		5.9	5.9		
4.Selected Free Materials For Classroom Teachers					
Percentage Of All Schools	13.4	4.5	3.3		4.5
Schools Under 500 Enrollment	25.0				25.0
Schools 500-1000 Enrollment	18.9	12.5	6.3		
Schools Over 1000 Enrollment					
5.Catalog of Free Teaching Materials					
Percentage Of All Schools	20.0		2.2		4.5
Schools Under 500 Enrollment	16.6				8.3
Schools 500-1000 Enrollment	31.1				
Schools Over 1000 Enrollment	11.7		5.9		5.9
6.Over 2000 Free Publications					
Percentage Of All Schools	6.6				
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	18.9				
Schools Over 1000 Enrollment					
7.1001 Things You Can Get Free					
Percentage Of All Schools	6.6	2.2	2.2		2.2
Schools Under 500 Enrollment	2.2				
Schools 500-1000 Enrollment	12.5	6.3			
Schools Over 1000 Enrollment	5.9				5.9

TABLE VI (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
8. Where To Get & How To Use Free & Inexpensive Aids					
Percentage Of All Schools	6.6		2.2		
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	12.5				
Schools Over 1000 Enrollment	5.9		5.9		
9. Free Learning Materials For Classroom Use					
Percentage Of All Schools	4.5	2.2			
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	12.5	63.0			
Schools Over 1000 Enrollment					
10. Film Library Catalog - State Health Department					
Percentage Of All Schools	38.0	6.6	33.3		4.4
Schools Under 500 Enrollment	16.6	16.6	33.3		
Schools 500-1000 Enrollment	50.0		25.0		
Schools Over 1000 Enrollment	41.0	5.9	41.0		11.7
11. Learning From Pictures					
Percentage Of All Schools	6.6	2.3		2.3	
Schools Under 500 Enrollment	8.3			8.3	
Schools 500-1000 Enrollment	12.5	6.3			
Schools Over 1000 Enrollment					
12. Handbook Of Free Science Materials					
Percentage Of All Schools	6.6	4.4	4.4		
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	12.5	6.3			
Schools Over 1000 Enrollment	5.9	5.9	11.7		
13. Free And Inexpensive Materials On World Affairs					
Percentage Of All Schools	4.4		2.2		
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	6.3				
Schools Over 1000 Enrollment	5.9		5.9		
14. The Giveaway Guide					
Percentage Of All Schools					
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment					

TABLE VI (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
15.1001 Valuable Things You Can Get Free					
Percentage Of All Schools	4.4				
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	12.5				
Schools Over 1000 Enrollment					
16.315 Free Magazines					
Percentage Of All Schools					
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment					
17.Educator's Guide To Free Films					
Percentage Of All Schools	55.7	22.1	15.5	6.6	17.8
Schools Under 500 Enrollment	66.6	25.0	8.3		41.7
Schools 500-1000 Enrollment	69.0	18.9	12.5	6.3	12.5
Schools Over 1000 Enrollment	41.0	23.3	23.3	11.7	5.9
18.Educator's Guide To Free Filmstrips					
Percentage Of All Schools	46.8	17.8	13.4	8.8	11.0
Schools Under 500 Enrollment	58.5	16.6	8.3	8.3	33.3
Schools 500-1000 Enrollment	43.7	12.5	6.3	6.3	6.3
Schools Over 1000 Enrollment	41.0	23.3	23.3	11.7	
19.Educator's Guide To Free Guidance Materials					
Percentage Of All Schools	15.5	17.8	4.4	2.2	6.6
Schools Under 500 Enrollment	16.6	16.6			16.6
Schools 500-1000 Enrollment	18.9	18.9			6.3
Schools Over 1000 Enrollment	11.7	17.6	11.7	5.9	
20.Educator's Guide To Free Curriculum Materials					
Percentage Of All Schools	13.4	6.8	2.3	2.3	11.0
Schools Under 500 Enrollment	16.6	16.6		8.3	16.6
Schools 500-1000 Enrollment	18.9	6.3	6.3		12.5
Schools Over 1000 Enrollment	5.9				5.9
21.Educator's Guide To Free Tapes,Scripts,Transcriptions					
Percentage Of All Schools	24.2	4.4	2.2	8.9	6.6
Schools Under 500 Enrollment	41.5	8.3	16.6		25.0
Schools 500-1000 Enrollment	12.5				
Schools Over 1000 Enrollment	23.3	5.9	5.9	11.7	

TABLE VI (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
22. Educator's Guide To Free Science Materials					
Percentage Of All Schools	13.4	4.4	2.2	4.4	4.4
Schools Under 500 Enrollment	8.3				
Schools 500-1000 Enrollment	12.5	12.5	6.3		
Schools Over 1000 Enrollment	17.6			11.7	5.9
23. Educator's Guide To Free Health, Phys. Ed., Recre. Mtls.					
Percentage Of All Schools	6.6	6.6	6.6		2.2
Schools Under 500 Enrollment		16.6	16.6		
Schools 500-1000 Enrollment	6.3	6.3			
Schools Over 1000 Enrollment	11.7		5.9		5.9
24. Educator's Guide To Free Social Studies Materials					
Percentage Of All Schools	13.4	8.9	8.9	4.4	4.4
Schools Under 500 Enrollment	8.3	16.6	16.6		8.3
Schools 500-1000 Enrollment	12.5	6.3		6.3	6.3
Schools Over 1000 Enrollment	17.6	5.9	11.7	5.9	
25. Guide To Government Loan Films					
Percentage Of All Schools	33.3		8.8	4.4	6.6
Schools Under 500 Enrollment	25.0			8.3	8.3
Schools 500-1000 Enrollment	25.0		6.3		6.3
Schools Over 1000 Enrollment	46.1		17.6	5.9	5.9
26. Guide To Foreign Government Loan Films					
Percentage Of All Schools	4.4	2.2	2.2	2.2	
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment	11.7	5.9	5.9	5.9	
27. Guide To Military Loan Films					
Percentage Of All Schools	6.6	2.2	6.6		2.2
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	6.3		6.3		
Schools Over 1000 Enrollment	11.7	5.9	11.7		5.9
28. Guide To State Loan Films					
Percentage Of All Schools	6.6		4.4		
Schools Under 500 Enrollment	8.3		8.3		
Schools 500-1000 Enrollment	12.5		6.3		
Schools Over 1000 Enrollment					

TABLE VI (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
29. Guide To Free Loan Training Films					
Percentage Of All Schools	2.2				
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment	6.3				
Schools Over 1000 Enrollment					
30. Guide To Free Loan Films For Entertainment					
Percentage Of All Schools	6.6		2.2		2.2
Schools Under 500 Enrollment	8.3				
Schools 500-1000 Enrollment	6.3		6.3		
Schools Over 1000 Enrollment	5.9				5.9
31. Guide To Government Loan Filmstrips, Slides, Audiotapes					
Percentage Of All Schools	8.9	2.2	6.6		
Schools Under 500 Enrollment	16.6		16.6		
Schools 500-1000 Enrollment	6.3				
Schools Over 1000 Enrollment	5.9	5.9	5.9		
32. Sources Of Free Travel Posters					
Percentage Of All Schools	2.2	2.2	2.2		
Schools Under 500 Enrollment	8.3				
Schools 500-1000 Enrollment		6.3	6.3		
Schools Over 1000 Enrollment					
33. Sources Of Free Pictures					
Percentage Of All Schools	2.2			2.2	
Schools Under 500 Enrollment	8.3			8.3	
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment					
34. Sources Of Free & Inexpensive Pictures For Class					
Percentage Of All Schools					
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment					
35. Sources Of Free & Inexpensive Teaching Aids					
Percentage Of All Schools	4.4	4.4	2.2	2.2	2.2
Schools Under 500 Enrollment	8.3				
Schools 500-1000 Enrollment		6.3	6.3		
Schools Over 1000 Enrollment	5.9	5.9		5.9	5.9

TABLE VI (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
36.Let's Celebrate A Holiday-Free Materials					
Percentage Of All Schools			2.2		2.2
Schools Under 500 Enrollment					
Schools 500-1000 Enrollment					
Schools Over 1000 Enrollment			5.9		5.9
37.So You Want To Start A Picture File					
Percentage Of All Schools	8.8			6.6	
Schools Under 500 Enrollment	16.6			16.6	
Schools 500-1000 Enrollment	12.5			6.3	
Schools Over 1000 Enrollment					

CHAPTER III

INTERPRETATION OF THE DATA

Selection Policies. Some schools have well established policies to guide the media specialist in selecting materials for the media center, while others have no specific policy. In this study the majority of the respondents have no selection policy (76%). Only 17.8 per cent indicated that they have such a policy. This fact points out the need to establish some specific guidelines based on the educational objectives of the school. The need for such a policy is even more urgent in the selection of free and inexpensive materials because they are not evaluated or classified in any manner before selection in most cases. Only a few of the source guides for these materials give an indication of the appropriate grade level and suggest subject areas where a given item could be used. It then becomes the responsibility of the media specialist, with the assistance of teachers, to evaluate these materials. Since not all items which can be obtained free are of value, they should be tested against established criteria to determine their relative usefulness.[22]

Selection Personnel. The quality of the collection will be determined, in part, by the persons involved in the actual selection process. In this study 92.5 per cent report

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[22]Schain and Polner, op. cit., pp. 8,9.

that the librarian or media specialist is primarily responsible for selection. They are assisted by teachers in 71 per cent of the responses and by administrators in 15.6 per cent. Since the media specialist is responsible in most of the schools, that person needs to be well qualified for the position. He should have a broad educational background with professional training in the psychology of learning and development, with an emphasis on curriculum structure and the techniques of communication. He should also have special training in the selection, evaluation and organization of a wide variety of media. Cooperative selection requires that he should be able to work well with students, teachers and administrators. As no other person in the school, his work affects every phase of the learning environment.

Budget. The title of this study and the definitions given for "free" and "inexpensive" are not intended to imply that little or no budget should be provided. In some instances much has been done with little. Natalie Veitch began an extensive program of acquiring such materials to add to the collection of her library's resource file. Within a short time she was able to claim, "Now we can say we have added over 3,000 new items to our file at a cost of under $100.00. And most importantly, they are directly related to the student demand, and are being used." [23]

Many items such as films, filmstrips, audio materials, models and kits are available on a free-loan basis and must be

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[23] Natalie Veitch. "Free and Inexpensive," R. Q., V. 12, #1 (Fall, 1972), p. 65.

returned to the lender after a specified period of time. Usually the return postage must be paid by the borrower. The postal service has a special "library rate", and as long as the sender or receiver is a non-profit organization, the material can be returned at this special rate.

In this study, 56 per cent of the respondents have no budget for inexpensive materials; 22.7 per cent have less than $50.00; 15.6 per cent have more than $50.00, but less than $100.00; while only 5.7 per cent have over $100.00. Since all respondents indicate that they do acquire and use free and inexpensive materials, it seems that much more could be provided with the addition of a nominal budget to purchase the inexpensive items. In the case of free items, the only expense is the postage and stationery used to request them, and this is not usually taken from the budget of the media center. If the school (or the system) has a bulk rate mailing permit, then a large number of requests could be prepared and mailed at one time for little postage. The specific amount provided in such a budget would vary with time and place.

Centralized or dispersed storage. Today the trend is toward an instructional media center, which pulls together most of the educational materials and houses them in one central location, thus making them accessible to the whole school community. In this study 92.5 per cent of the respondents house their collections of free and inexpensive materials in the library or media center. Some materials are kept in personal collections of individual teachers (48%). The response clearly indicates that a dual system is practiced in these

schools, with the media center maintaining a collection and teachers having separate collections. In this situation some of the items are accessible to a limited number of users. This practice limits the value of the item to the educational program and limits the scope of service that could be provided by a centralized collection.

System of storage. If the materials obtained by the media center are to be of value, they must be housed in such a way that they are both meaningful and accessible. Items may be kept in a vertical file, horizontal cases, pamphlet boxes, flat folders or index drawers. Other items may be cataloged and processed in the same manner as other print and non-print media. In this study 76 per cent of the respondents use the vertical file as one means of storage, 45.6 per cent integrate the free and inexpensive materials with other materials according to type or format, while 11 per cent have no system of housing them. For information on the development and maintenance of a system to handle these materials this writer suggests Shirley Miller's The Vertical File And Its Satellites, published by Libraries Unlimited,Inc., Littleton, Colorado, 1971.

System of classification. Free and inexpensive materials present some special problems in classification. In this study the media specialists use several systems to classify them. Eighty-nine per cent use subject headings or topics arranged in dictionary order. Only 26.6 per cent use the Dewey Decimal System to classify any of these items. Librarians who have no systematic approach could consider the use of

Sears List Of Subject Headings as a guide. These headings coincide with those in the catalog of print and non-print materials. Each heading used for free and inexpensive materials should have a card in the main catalog to assist the user in locating these materials.

Weeding the Materials. A large percentage of the free and inexpensive materials are current and soon become outdated. Some of it is designed to transmit information too recent to be in the general book collection. Weeding to make room for new acquisitions is a special problem. In this study 48 per cent weed the materials as they are used and discard the ones no longer useful. This practice could lead to the accumulation of much unused material. Thirty-five percent of the respondents make an annual check to weed the material. In a school where there is a lapse of time between terms, this system seems to have merit. A systematic approach would relate weeding of materials to their replacement.

Uses of free and inexpensive materials. Particular uses depend on the format of the material and the objectives. Free-loan films should be used in much the same way as other films. The same is true of filmstrips, tapes, books, pamphlets and so forth, Yet, in this study less than one fourth of the media specialists use these materials themselves. Only 44.5 per cent reported that these media are used by teachers and only 48 per cent report that they are used by students. Greater use should be made of them in order to make them an integral part of the curriculum. Teachers and students use them in only half of the responding schools. If

these materials were integrated into the curriculum it is probable that the respondents would be making more extensive use of them. Are free and inexpensive materials being utilized for research, independent and group study projects, class reports, displays and bulletin boards, and as tools by the teacher in presenting information to the class, or are students and teachers still tied to textbooks?

Resource guides. Certain tools or aids are essential for the proper performance of nearly any task. The media specialist who desires to locate free and inexpensive materials needs guides to use as tools. One series of guides published by Educator's Progress Service is most widely used, but four other titles included in this study were unavailable in any media center surveyed. Data revealed no further pattern among the other titles included in the survey. Since there is no professional evaluation of individual guides this writer recommends that each librarian, with other staff members, evaluate and acquire the guides most useful to their school's educational purposes.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary. To determine the present status of the use of free and inexpensive materials in secondary schools in Kansas, this survey questioned forty-six school media specialists. Thirteen of these were in schools of less than 500 students; sixteen were in schools of more than 500, but less than 1000 students; seventeen were in schools of over 1000 students.

A questionnaire and checklist were devised and mailed to each librarian or media specialist to obtain information in four basic areas: (1)selection and acquisition of free and inexpensive materials, (2) storage and retrieval systems used in handling free and inexpensive materials, (3) the types of these materials available and who uses them, and (4) resource guides available and who uses them. The data supplied by the respondents was processed, analyzed, and interpreted to relate the findings to all the schools surveyed and to each of the three school categories.

Conclusions. Free and inexpensive materials are used widely in the secondary schools of Kansas. These schools lack adequate budget and specific selection policies to serve as guidelines in acquisition of these materials. The librarian or media specialist was primarily responsible for selection with teachers and administrators sharing in the process. The majority (92.5%) of these schools had a centralized collection of free and inexpensive materials in the media center,

but forty-eight per cent also had small collections dispersed in the classrooms. More than half of the librarians use the vertical file to store these items, while nearly half integrate them with the other materials according to format. Eighty-nine per cent classify them by subject headings or topics, and only about one fourth use the Dewey Decimal classification system. The collections include material on a wide variety of subjects and in many formats. The majority (82.2%) of the respondents plan to add more of these materials to their collections in the future.

Recommendations.

1. Leadership could well be assumed by library educational programs, Kansas State Department of Education, and Kansas Association of School Librarians in developing a carefully designed selection policy which would include free and inexpensive materials.

2. Kansas school librarians need to continue and extend the involment of classroom teachers in the selection of free and inexpensive materials.

3. Kansas school librarians should insist on adequate budget to acquire free and inexpensive materials.

4. Kansas school librarians should develop centralized collections including free and inexpensive materials, providing maximum access.

5. Kansas school librarians should provide a wider variety of resource guides and make them available to all who are involved in the learning process.

6. Library educational programs could well place more emphasis on the acquisition and use of free and inexpensive materials.

Further research. A study of the resource guides available and recommendation on those most useful in the selection of free and inexpensive materials.

A comprehensive analysis of the material offered free or inexpensively, and some system to convey these evaluations to the media specialists would facilitate the selection of quality items.

An investigation into the interest in and feasibility of a centralized agency to acquire these materials in quantity and distribute them to the individual schools.

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APPENDIX A

Dear Librarian (Media Specialist):

I am presently doing a research project as part of my graduate program in library science at the Kansas State Teacher's College of Emporia.

My project is an effort to survey certain factors involved in the use of "free and inexpensive" materials in the libraries or media centers of selected schools in Kansas.

I need your help to get the necessary information to complete this project; therefore I am enclosing two forms: a questionnaire and a checklist. I request your help by completing these forms and returning them to me in the enclosed self-addressed envelope. The enclosures include:

1. A questionnaire - please check the answers which apply to your situation and return it to me.

2. A checklist to determine which of the resource guides are available in your library (media center), or if they are available elsewhere in your school, and who uses these guides. Please return this form also to me.

3. A bibliography of resource guides to free and inexpensive materials. This bibliography is to be retained by you. It will give you complete ordering information on each guide. I trust that you will find this useful.

The following definitions may help you to interpret the questionnaire and the checklist as you complete them:

FREE MATERIALS - "Private, non-profit and government agencies by the hundreds produce thousands of booklets, charts, picture sets, story books, and similar materials. Some are designed specifically for school audiences. They are obtained at no cost and may be retained by the school."

FREE-LOAN MATERIALS - Primarily items such as films, filmstrips, audio-materials, kits, etc., which are sent to the requestor for a limited loan period, usually the only cost is return postage.

INEXPENSIVE MATERIALS - varies with time and materials but a general rule is about two dollars or less as a criteria of 'inexpensive'.

Would you be so kind as to fill out the questionnaire and the checklist and return them to me in the self-addressed envelope enclosed?

Thank you so very much for your help and consideration.

Sincerely yours,

Erskine D. Hughes

FREE AND INEXPENSIVE MATERIALS

THEIR USE IN

SCHOOL MEDIA CENTERS

A Questionnaire to Evaluate Certain Factors of Their Use.

DIRECTIONS: Please place an "X" on the blank beside all answers which apply to your situation. (More than one answer may be marked for each question.)

1. Does the school have an established written policy that governs the selection of free and inexpensive materials?

___a. Yes, the person selecting these materials follows this policy.
___b. No, the persons selecting these materials use their own policy.
___c. No, we accept nearly anything.
___d. Other (Specify_____)

2. Who is responsible for selecting free and inexpensive materials?

___a. Librarian or Media Specialist.
___b. Teachers (Each one selecting what he plans to use.)
___c. Administrators.
___d. Other (Specify_____)

3. How much budget is provided to obtain inexpensive materials?

___a. None.
___b. Less than $50.00
___c. More than $50.00, but less than $100.00
___d. More than $100.00

4. Where are the free and inexpensive materials stored or housed?

___a. Library or Media Center.
___b. Classrooms where they are used.
___c. Teachers have their personal collections.
___d. Other (Specify_____)

5. How are these materials stored or housed?

___a. Vertical File.
___b. Integrated with other materials according to type or format.
___c. No special system.

6. How are these materials classified?

___a. By subject headings or topics.
___b. Dewey Decimal System.
___c. According to grade level.
___d. According to format or type of material.
___e. Other (Specify_____)

7. How often are such materials weeded or updated?

___a. As they are used (discarding the ones no longer useful.)
___b. A systematic system is applied to keep materials current.
___c. Annual check is made and weeding is done then.
___d. Bi-annual check is made to keep material current.
___e. Other (Specify_____)

8. Who uses these materials in your school?

___a. Librarian or Media Specialist.
___b. Teachers in their classroom teaching.
___c. Students (in projects, reports, research.)
___d. Equally divided among teachers, students and librarian.

9. Subject areas in which you have free and inexpensive materials?

___a. English ___b. Science ___c. Math ___d. Social Studies
___e. Industrial Arts ___f. Home Economics ___g. Other_____
_____.

10. Which types of free and inexpensive materials are utilized in your curriculum?

___a. Pamphlets ___b. Books ___c. Charts ___d. Posters
___e. Films ___f. Filmstrips ___g. Audio-materials ___h. Samples
___i. Other (Specify_____)

11. Do you plan to add more free and inexpensive materials to your curriculum?

___a. Yes, as they are available and we can obtain them.
___b. Yes, at about the same rate as in the past.
___c. No.
___d. Other (Specify_____)

CHECKLIST FOR RESOURCE GUIDES

This is a checklist to determine which of these guides are available in your school; where they are housed; and who uses them.

DIRECTIONS: Place an "X" in each box that applies in your situation. (More than one box may be checked for each guide.)

(For more complete information on individual titles see the enclosed bibliography under corresponding numbers.)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
1. SOURCES OF FREE AND INEXPENSIVE MATERIALS					
2. FREE AND INEXPENSIVE LEARNING MATERIALS					
3. FREE AND INEXPENSIVE EDUCATIONAL AIDS					
4. SELECTED FREE MATERIALS FOR CLASSROOM USE					
5. CATALOG OF FREE TEACHING MATERIALS					
6. OVER 2000 FREE PUBLICATIONS					
7. 1001 THINGS YOU CAN GET FREE					
8. WHERE TO GET AND HOW TO USE FREE AND INEXPENSIVE AIDS.					
9. FREE LEARNING MATERIALS FOR CLASSROOM USE					
10. FILM LIBRARY CATALOG					
11. LEARNING FROM PICTURES					
12. HANDBOOK OF FREE SCIENCE MATERIALS					
13. FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS . . .					
14. THE GIVEAWAY GUIDE					
15. 1001 VALUABLE THINGS YOU CAN GET FREE					
16. 315 FREE MAGAZINES					
17. EDUCATORS GUIDE TO FREE FILMS					
18. EDUCATORS GUIDE TO FREE FILMSTRIPS					

CHECKLIST (continued)

	Available In School Media Center	Available Elsewhere In The School	Used Primarily By Individual Teachers	Used Primarily By Media Specialists	Used Equally By Both
19. EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS					
20. EDUCATORS GUIDE TO FREE CURRICULUM MATERIALS					
21. EDUCATORS GUIDE TO FREE TAPES, SCRIPTS, TRANSCRIPTIONS					
22. EDUCATORS GUIDE TO FREE SCIENCE MATERIALS.					
23. EDUCATORS GUIDE TO FREE HEALTH, PHYS. ED. RECRE. MTLS.					
24. EDUCATORS GUIDE TO FREE SOCIAL STUDIES MATERIALS . .					
25. GUIDE TO GOVERNMENT-LOAN FILMS					
26. GUIDE TO FOREIGH GOVERNMENT-LOAN FILMS					
27. GUIDE TO MILITARY-LOAN FILMS					
28. GUIDE TO STATE-LOAN FILMS.					
29. GUIDE TO FREE LOAN TRAINING FILMS.					
30. GUIDE TO FREE LOAN FILMS FOR ENTERTAINMENT					
31. GUIDE TO GOVERNMENT-LOAN FILMSTRIPS, SLIDES, AUDIOTAPES					
32. SOURCES OF FREE TRAVEL POSTERS					
33. SOURCES OF FREE PICTURES					
34. SOURCES OF FREE AND INEXPENSIVE PICTURES FOR CLASSROOM					
35. SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS. . . .					
36. LET'S CELEBRATE A HOLIDAY - FREE MATERIALS					
37. SO YOU WANT TO START A PICTURE FILE.					

Source Guides to Free And Inexpensive Materials

A Bibliography Compiled By Erskine D. Hughes

To Be Retained By The Person Completing The Questionnaire

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SELECTED FREE MATERIALS FOR CLASSROOM USE, 1972-73, by Ruth H. Aubrey. Fearon Publishers 2165 Park Blvd. Palo Alto, Calif. 94306 $2.00 125 pp.

CATALOG OF FREE TEACHING MATERIALS, 1970-73, by Gordon Salisbury. Free Teaching Materials P.O. Box 1075 Ventura, Calif. 93002 $2.00 290pp.

OVER 2000 FREE PUBLICATIONS, 1968, by Fredrick J. O'Hara. New American Library P.O. Box 2310 Grand Central Station, New York, N.Y. 10017 $1.00 352pp.

1001 THINGS YOU CAN GET FREE, Edited. 1971. Jetco Advertising Company P.O. Box 1225 Newark, New Jersey 07101 $1.00 63 pages.

WHERE TO GET AND HOW TO USE FREE AND INEXPENSIVE AIDS, 1966, by Robert Schain. Atherton Press, 70 Fifth Avenue New York, N.Y. 10011 $1.00 63 pp.

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FILM LIBRARY CATALOG, Edited. 1972-73. Health Education Services, Kansas State Dept. of Health, 535 Kansas Ave. Topeka, Ks. 66603 Free.

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HANDBOOK OF FREE SCIENCE MATERIALS, 1969, by Herbert Mergorden. Educational Publications Box 681 Morhead, Minn. 56560 $6.95 192pp.

FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS, 1968, by Leonard Kenworthy. Teachers College Press, Columbia Univ. 525 W. 120th St. New York, N.Y. 10027 $1.95 200pp.

THE GIVEAWAY GUIDE, 1971, by Carol Davids. Award Books, Inc. Farmingdale Long Island, N.Y. 11735 $1.10 180pp.

1001 VALUABLE THINGS YOU CAN GET FREE, 1968, by Mort Weisinger. Bantam Books 271 Madison Ave. New York, N.Y. 10016 75¢ 75pp.

315 Free MAGAZINES, Edited. 1969. Resourceful Res. Box 642, F.D.R. New York, N.Y. 10022 $2.00 16pp.

Educators Progress Service Randolph, Wisc. 53956
Publishes The Following Guides:

EDUCATORS GUIDE TO FREE FILMS, 1972, $11.75 800 pages

EDUCATORS GUIDE TO FREE FILMSTRIPS, 1972, $8.50 162 pages

EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS, 1972, $8.75 380 pages

EDUCATORS GUIDE TO FREE CURRICULUM MATERIALS, 1972, $9.75 266 pages

EDUCATORS GUIDE TO FREE TAPES, TRANSCRIPTIONS, SCRIPTS, 1972, $7.75 241 pages

EDUCATORS GUIDE TO FREE SCIENCE MATERIALS, 1972, $9.25 375 pages

EDUCATORS GUIDE TO FREE HEALTH, PHYS.ED.,REC. MTLS. 1972, $9.00 472 pages

EDUCATORS GUIDE TO FREE SOCIAL STUDIES MATERIALS, 1972, $9.50 600 pages

Serina Press 70 Kennedy Street Alexandria, Va. 22305
Publishes The Following Guides:

GUIDE TO GOVERNMENT-LOAN FILMS, 1973-75, $5.95 160 pages

GUIDE TO FOREIGN GOVERNMENT-LOAN FILMS, 1973-75, $5.95 125 pages

GUIDE TO MILITARY-LOAN FILMS, 1st. ed. $4.95 149 pages

GUIDE TO STATE-LOAN FILMS, 1st. ed. $2.95 56 pages

GUIDE TO FREE LOAN TRAINING FILMS, 1970, $5.95 205 pages

GUIDE TO FREE LOAN FILMS FOR ENTERTAINMENT, 1972, $3.95 74 pages

GUIDE TO GOVERNMENT-LOAN FILMSTRIPS, SLIDES, TAPES, 1973 $2.95 46 pages

Bruce Miller Publications Box 369, Riverside, California 92502
Publishes The Following Guides:

SOURCES OF FREE TRAVEL POSTERS, 1965, 50¢ 20 pages

SOURCES OF FREE PICTURES, 1967, 50¢ 17 pages

SOURCES OF FREE AND INEXPENSIVE PICTURES FOR THE CLASSROOM, 1968, 50¢ 32 pages

SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS, 1968, 50¢ 30 pages

LETS CELEBRATE A HOLIDAY: FREE MATERIALS, 1966, 50¢ 29 pages

SO YOU WANT TO START A PICTURE FILE, 1968, 50¢ 24 pages

APPENDIX B

ALPHABETICAL LISTING OF SCHOOLS RESPONDING

TO QUESTIONNAIRE AND CHECKLIST

1. Abilene High School
   1300 North Cedar Street
   Abilene, Kansas 67410

2. Atchison High School
   301 North Fifth
   Atchison, Kansas 66002

3. Baldwin High School
   8th and Chapel
   Baldwin City, Kansas 66006

4. Belville High School
   Box 469
   Belleville, Kansas 66935

5. Bonner Springs High School
   100 Mc Danield
   Bonner Springs, Kansas 66012

6. Burlington High School
   208 South Sixth
   Burlington, Kansas 66839

7. Chaparral High School
   Route 1
   Anthony, Kansas 67003

8. Clearwater High School
   801 East Ross
   Clearwater, Kansas 67026

9. Concordia High School
   436 West Tenth Street
   Concordia, Kansas 66901

10. Derby High School
    801 East Madison
    Derby, Kansas 67037

11. Dodge City High School
    1601 First Avenue
    Dodge City, Kansas 67801

12. El Dorado High School
    24th Avenue
    El Dorado, Kansas 67042

13. Ellinwood High School
    Box 368
    Ellinwood, Kansas 67526

14. Ellsworth High School
    C - Box
    Ellsworth, Kansas 67439

15. Emporia High School
    216 West Sixth Street
    Emporia, Kansas 66801

16. Fort Scott High School
    Fort Scott, Kansas 66701

17. Gardner High School
    318 East Washington
    Gardner, Kansas 66030

18. Goodland High School
    1209 Cherry
    Goodland, Kansas 67735

19. Great Bend High School
    2027 Morton
    Great Bend, Kansas 67530

20. Hays High School
    323 West 12th
    Hays, Kansas 67601

21. Hill City High School
    804 West Hill Street
    Hill City, Kansas 67642

22. Independence High School
    1301 North 10th Street
    Independence, Kansas 67301

23. Iola High School
    300 East Jackson
    Iola, Kansas 66749

24. Junction City High School
    9th and Westside
    Junction City, Kansas 66441

ALPHABETICAL LISTING (continued)

25. Kingman High School
260 West Kansas
Kingman, Kansas 67068

26. Labette County High School
Altamont, Kansas 67330

27. Lawrence High School
19th and Louisiana
Lawrence, Kansas 66044

28. Leavenworth High School
10th and Holderman
Leavenworth, Kansas 66084

29. Manhattan High School
2100 Poyntz
Manhattan, Kansas 66502

30. Medicine Lodge High School
Drawer D
Medicine, Kansas 67104

31. Neodesha High School
North 8th Street
Neodesha, Kansas 66757

32. Newton High School
130 West Broadway
Newton, Kansas 67114

33. Olathe High School
600 East Prarie
Olathe, Kansas 66061

34. Ottawa High School
11th and Ash
Ottawa, Kansas 66067

35. Parsons High School
31st and Morton
Parsons, Kansas 67357

36. Pittsburg High School
14th and Broadway
Pittsburg, Kansas 66762

37. Russell High School
565 State
Russell, Kansas 67665

38. Salina Central High School
Front and Crawford
Salina, Kansas 67401

39. Salina South High School
730 Magnolia Road
Salina, Kansas 67401

40. Shawnee Heights High School
Route 1
Tecumseh, Kansas 66542

41. Shawnee Mission West High
8800 West 85th Street
Shawnee Mission, Kansas 66212

42. Turner High School
1312 South 55th Street
Kansas City, Kansas 66106

43. Unified 261 High School
2100 West 55th Street
South Wichita, Kansas 67217

44. Wellington High School
605 North A
Wellington, Kansas 67152

45. Wichita South High School
701 West 33rd Street South
Wichita, Kansas 67217

46. Winfield High School
400 East Ninth
Winfield, Kansas 67156